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BARNES

First Year Book ~



BY
AMY
KAHN

EducT 759.10.475

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**GIFT OF THE
GRADUATE SCHOOL
OF EDUCATION**



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BARNES'
FIRST YEAR BOOK
A SILHOUETTE READER

BY
AMY KAHN

ILLUSTRATED BY
MARY TUCKER MERRILL



NEW YORK
THE A. S. BARNES COMPANY
1910

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ii

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GIFT OF THE
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May 17, 1930

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THE PREFACE

BARNES' First Year Book has been written with special reference to the practical work of the schoolroom. The lessons have been successfully used. While they are well within the child's understanding, great care has been taken not to simplify them too much.

Nature lessons, phonics, number lessons, recitations, memory gems, prose lines to be memorized, fables and games have been used.

The illustrations are a unique feature which the children will greet with delight. The silhouette has always possessed peculiar fascination for the young. The resourceful teacher turns this interest to good advantage by having paper cuttings made to illustrate stories. The charming silhouettes that are given will serve as models and will endear the book still more to the little ones.

Phonic lessons are very important and claim a large share of the book. Stories may be introduced for the phonic work. These stories are to be found in "Suggestions To Teachers."

Individual recitations in phonics will greatly aid the pupil. Phonics train the eye, the ear and the vocal organs. The ear is trained to hear the sound; the eye

to recognize the written expression of the sound, and the vocal organs are trained for distinct articulation and clear enunciation.

The lips and the position of the vocal organs when the child is uttering the sound must be carefully noticed by the teacher.

The nursery rhymes and the memory gems have been chosen from a selected list given for the first year pupils. "These," the New York City Syllabus says, "are to be memorized not only to give that which is beautiful in thought but to present certain forms of good English."

Stories for reproduction are to be found. Encourage the child to tell the story. Always insist on proper expression. Do not have a story reproduced till you and the child select the proper events in their right order.

By the use of rhymes, the pupils acquire readily a stock of sight words.

Selections for dramatization occur. Some are designated as such; many others may be chosen for that purpose. Dramatization is now generally recognized as an important feature, for it cultivates the imagination and encourages reproduction. Without this, it is frequently a difficult task for the child to express in words the story that has been told or read.

Selections to be read to the pupils are given; some in prose and some in poetry. These selections give the children pleasure, foster an interest in reading, and furnish the pupils models in oral expression.

The poetry that is read to the child or taught to him should instil a love for poetry.

Fables have been distributed throughout the book. These have an ethical value.

Lessons to inculcate moral truths are not forgotten. These are written to appeal to the child's better nature; to strengthen his desire for right doing.

The aim of the book has been to make the reading matter lifelike, interesting and instructive; to increase the child's vocabulary; to encourage natural and good expression, and to create a desire to read.

When the desire to read becomes fixed the field of literature is quickly open to the child.

This book is the product of the author's long experience with the little folks of the first year.

ACKNOWLEDGMENT

The author desires to express her thanks to Houghton Mifflin Company for permission to use Miss Lucy Larcom's "Tiny Little Snow Flakes" and the two selections by Frank Dempster Sherman; to the Youth's Companion for the poem "Oh, I am the Happy New Year"; to Messrs. Charles Scribner's Sons for the three poems by Robert Louis Stevenson entitled "The Wind," "Rain," and "Singing," from the book, "A Child's Garden of Verses."

AMY KAHN.

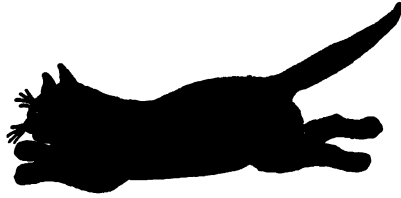
Baby
Baby



like
like

Baby, baby, baby.
Baby, baby, baby.

I like the baby.
I like the baby.



kitty See run.

kitty See run.

See kitty.

See kitty

Run kitty run.

Run kitty run.

Kitty is pretty.

Kitty is pretty.

my
my
dog
dog



can
can
I
I

See my dog.

See my dog.

My dog can run.

My dog can run.

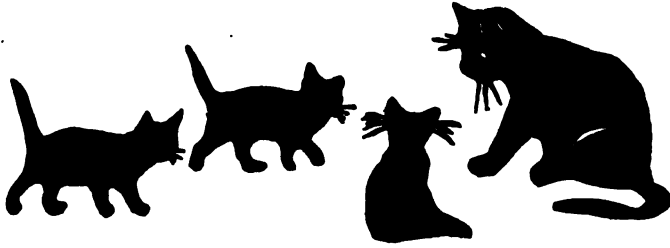
See my dog run.

See my dog run.

I can run.

I can run.

big
big
kittens
kittens
me
me



cat
cat
love
love
May
May

I am a big cat.
I am a big cat.

See my little kittens.
See my little kittens.

I love my little kittens.
I love my little kittens.

My little kittens love me.
My little kittens love me.

May loves my kittens.
May loves my kittens.

I love May.
I love May.

MEMORY GEM.

LITTLE PUSSY.

I like little pussy, her coat is so warm
And if I don't hurt her, she'll do me no harm,
So I'll not pull her tail, nor drive her away,
But pussy and I very gently will play;
She shall sit by my side, and I'll give her some
food ;
And she'll love me, because I am gentle and
good.

I'll pat little pussy, and then she will purr,
And thus show her thanks for my kindness
to her;
I'll not pinch her ears, nor tread on her paw,
Lest I should provoke her to use her sharp
claw;
I never will vex her, nor make her displeased,
For pussy don't like to be worried and teased.

Jane Taylor.

aster
aster

look
look

name
name



star
star

by the brookside
by the brookside

violet
violet

My name is aster.
My name is aster

I look like a star.
I look like a star.

I have a violet dress.
I have a violet dress.

I grow by the brookside.
I grow by the brookside.

goldenrod
goldenrod

yellow
yellow

tall
tall



grow
grow

by the roadside
by the roadside

pretty
pretty

I am the goldenrod.
I am the goldenrod.

I am yellow. I am tall.
I am yellow. I am tall

I grow by the roadside.
I grow by the roadside.

Goldenrod is pretty.
Goldenrod is pretty.

PHONIC WORK.

at	at	at	at
cat	fat	bat	sat
rat	mat	hat	pat

READING LESSON AND DRILL.

The cat sat on the mat.

I can pat the fat cat.

My cat sees a rat.

See my fat cat run at the rat.

Run, rat, run.

I have a pretty hat.

Can baby see my hat?

Can baby see my little dog?
Can baby see my big fat cat?
Baby can see my hat.
Baby can see my little dog.
Baby can see my big fat cat on
the mat.
Baby can see my little kitty run.

To be memorized.

PROSE SELECTION.

Let us be happy in work and in play.



I see a little bird.
 The bird is on her nest.
 I see the baby birds too.
 The baby birds are in the nest.
 The nest is the bird's cradle.

To be read to the children.

Once I saw a little bird
 Come hop, hop, hop;
 So I cried, "Little bird,
 Will you stop, stop, stop?"
 And was going to the window
 To say, "How do you do?"
 But he shook his little tail
 And far away he flew.

MEMORY GEM.

Rockaby Baby on the tree top,
When the wind blows the cradle will rock,
When the bough breaks the cradle will fall,
Down will come baby, cradle and all.

Rockaby Baby, thy cradle is green,
Father's a nobleman, Mother's a queen,
And Betty's a lady and wears a gold ring;
And Johnny's a drummer, and drums for the
king.

WORD DRILL.

The goldenrod is yellow.
The goldenrod is tall.
The goldenrod grows by the road-
side.
The aster is pretty.
The aster looks like a star.
The aster grows by the brookside.
The bird is on her nest.
The bird's nest is the cradle.
The baby birds are in the nest.
Rockaby baby on the tree top.

Hear

rain



tap

flowers

Hear the rain.
 Hear the tap-tap-tap!
 Flowers like the rain.
 "April showers
 Bring Mayflowers."

MEMORY GEM.

The rain is raining all around,
 It falls on field and tree;
 It rains on the umbrellas here
 And on the ships at sea.

Robert Louis Stevenson.

SONG SET TO FIVE FINGERS.

1. This little pig went to market;
2. This little pig staid at home;
3. This little pig had roast meat;
4. This little pig had none;
5. This little pig cried, "Wee, wee,
I can't find my way home."

To be memorized.

"Mistress Mary, quite contrary,
How does your garden grow?"
"With silver bells and cockle shells
And pretty maids all in a row."

**THESE STORIES ARE TO BE READ
TO THE CHILDREN.**

The actions are to be performed by the children.

1. Play you are a little bird.
2. Fly, little bird, fly.
3. Run, little boy, run.
4. Walk, little girl, walk.
5. Jump, little squirrel, jump.
6. Play you are a toad.
7. Hop little toad, hop.
8. Go to sleep children.
9. Wake little children.
10. Sing, all of you sing.

BLACKBOARD EXERCISES.

What can little boys do?

Little boys can jump and run.

Little boys can have much fun.

What can little girls do?

Little girls can walk and sing.

Little girls can all play ring.

What can a little toad do?

It can hop from me to you.

What can a little squirrel do?

It can jump and climb well too.

Little bird fly to the ring,

And you will hear the children sing.

Boys and girls all sleep at night

And wake up in the morning light.

PHONIC DRILL.

an	an	an	an	an	an
can	fan	man	pan	ran	tan

BLACKBOARD EXERCISES.

Fan ran to the man.

Fan and the man hear the rain.

The man gave Fan a pan of candy.

May has a tan fan.

Mamma sings to the baby.

Mamma sings, "Sleep, baby, sleep."

The name aster means star.

I like the yellow goldenrod.

The goldenrod and aster grow by
the brookside and by the road-
side.

Where does the goldenrod grow?

Where does the aster grow?

I like the flowers. Do you?

The goldenrod has a yellow dress.

The bird is on her nest.

The baby birds are pretty.

The nest is the birds' cradle.

Good
morning
know



crack
climb

Good morning, little boy.
I am a squirrel.
Do you know what I can do?
I can jump. I can run.
I can crack nuts.
I can climb a tree.



I have come again.

See my bushy tail.

I have a dress of soft fur.

I like to eat nuts.

I give some to my baby squirrels.

I am good to my baby squirrels.

My baby squirrels can run.

My baby squirrels can jump.

My baby squirrels can crack nuts.

To be read to the children.

THE SQUIRREL'S ARITHMETIC.

High on the branch of a walnut tree

A bright eyed squirrel sat.

What was he thinking so earnestly?

And what was he looking at?

The forest was green around him,

The sky all over his head;

His nest was in a hollow limb,

And his children snug in bed.

He was doing a problem o'er and o'er,

Busily thinking was he;

How many nuts for this winter's store

Could he hide in the hollow tree.

He sat so still on the swaying bough

You might have thought him asleep.

Oh, no; he was trying to reckon now

The nuts the babies could eat.

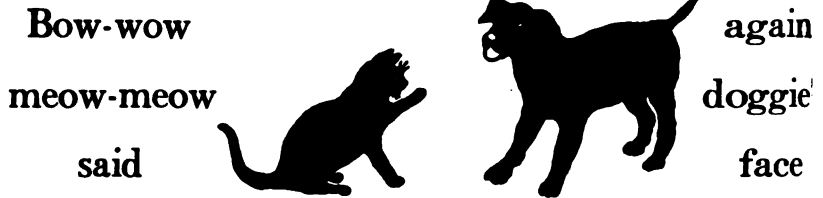
Then suddenly he frisked about,

And down the tree he ran.

"The best way to do, without a doubt,

Is to gather all I can."

Selected.



Good morning, little dog.

Good morning, little cat.

Don't you hear me, little dog?

Don't you hear me, little cat?

"Bow-wow," said the dog.

"Meow-meow," said the cat.

Then baby says, "Can't you talk,
little dog?"

"Can't you talk, little cat?"

Again the dog says, "Bow-wow."

Again the cat says, "Meow-meow."

Baby looks into doggie's face and
says, "Can't You Talk?"



You cannot see me, children.

You may hear me at times.

I sing woo-woo-woo.

I take the leaves from the trees.

I make the trees bow their heads.

MEMORY GEM.

Who has seen the wind?

Neither I nor you.

But when the leaves hang trembling

The wind is passing through.

Who has seen the wind?

Neither you nor I,

But when the trees bow down their heads

The wind is passing by.

Christina Rossetti.

wind

very

brings



warm

weather

clear



The wind comes from the north.

The north wind is very cold.

The north wind brings the snow.

The wind comes from the south.

The south wind brings the warm
weather.

The wind comes from the east.

The east wind brings the rain.

The wind comes from the west.

The west wind brings the clear
weather.

To be read to the children.

WHAT THE WINDS BRING.

Which is the wind that brings the cold?

**The North wind, Freddy—and all the snow,
And the sheep will scamper into the fold,
When the North begins to blow.**

Which is the wind that brings the heat?

**The South wind, Katy, and corn will grow,
And peaches redden for you to eat,
When the South begins to blow.**

Which is the wind that brings the rain?

**The East wind, Arty, and farmers know
That cows come shivering up the lane
When the East begins to blow.**

Which is the wind that brings the flowers?

**The West wind, Bessy, and soft and low
The birdies sing in the summer hours,
When the West begins to blow.**

E. C. Stedman.

To be memorized.

NURSERY RHYME.

Humpty Dumpty sat on a wall ;
 Humpty Dumpty had a great fall;
 Not all the king's horses, nor all the king's men
 Could set Humpty Dumpty up again.

PHONIC DRILL.

all	all	all	all	all	all
wall	call	fall	hall	ball	tall

READING LESSON AND DRILL.

A squirrel can climb a tree. Can
you?

A squirrel has soft fur.

I know a squirrel by its bushy tail.

“I can not climb a tree,” said the
wind.

I can take the leaves from the trees.

I make the leaves bow their heads.

“I can play ball,” said the little boy.

I do not let the ball fall.

I see a ball in the hall near the wall.

I know Humpty Dumpty sat on
a wall.

I know Humpty Dumpty had a
great fall.

Oh, Humpty Dumpty come again.

Little girls wake up in the morning
light.

Little children go to sleep at night.

We can sing, "Sleep, baby, sleep."

We can sing, "Wake, baby, wake."

am

very

cold



nips

pinch

Ho

I am Jack Frost.

I am very cold.

I nip little children on the nose.

I pinch little children on the toes.

I make little girls say, "Oh! Oh! Oh!"

I make little boys say, "Ho! Ho! Ho!"

To be read to the children.

TINY LITTLE SNOWFLAKES.

Tiny little snowflakes
 In the air so high,
 Are you little angels
 Floating in the sky?
 Whirling on the sidewalk,
 Dancing in the street,
 Kissing all the faces
 Of the children sweet.
 Loading all the housetops,
 Powdering all the trees,
 Cunning little snowflakes,
 Little busy bees.

Lucy Larcom.



Christmas is near.

Soon Christmas will be here.

Santa is coming soon.

He will call to see the good boys.

He will call to see the good girls.

Will he call to see you?

Merry Christmas to all.

MEMORY WORK AND WORD DRILL.

Sing and be merry, be merry, my
 boys;
 Sing and be merry, be merry, my
 girls;
 Sing and be merry, for all there
 are toys;
 Sing and be merry, for all Christ-
 mas joys.

Christmas comes
 But once a year.

HOLIDAY THOUGHTS.

A most merry, merry Christmas,
 A "New Year" bright and gay;
 A most kind and loving spirit
 In your work and in your play.

WORD DRILL.

Sing	merry	be	boys	most
boys	for	all	toys	
girls	there	are	joys	

To be read to the children and used for word drill.

BLACKBOARD LESSON.

Oh! I am the Happy New Year,
oh ho!

Here I come tripping it over the
snow,

Shaking my bells with a merry din,
So open the door and let me in.

I am the Happy New Year.

I have come to see you.

I tripped over the snow.

I came ringing my bells.

My bells said, "Happy New Year."

Open the door and let me in.

Jack
get
pail
down
crown



Jill
hill
of
water
fell
went

Jack and Jill
Went up the hill
To get a pail of water;
Jack fell down
And broke his crown,
And Jill came tumbling after.

name

Jack

brother



know

story

little

I am a little girl.

My name is Jill.

Jack is my brother.

I love Jack.

Jack loves me.

Jack and I like to play.

Jack and I went out one day.

Jack and I went up the hill.

Do you know the story about
Jack and Jill?

REST EXERCISE.

READING DRILL FOR—*ing*.

Jump, jump, jump, jump, jumping in this way,
This is the way we exercise and have a little
play.

Sing, sing, sing, sing, singing all the day,
We dearly love to sing our songs, for we feel
so gay.

Fly, fly, fly, fly, flying up so high,
Does it sometimes seem to you that we reach
the sky?

Rock, rock, rock, rock, rocking baby dear,
Oh, don't you make a noise, baby's sleeping
here.

Plant, plant, plant, plant, planting little seeds,
We shall be so careful not to plant the weeds.

Wash, wash, wash, wash, washing all our
clothes,

Monday is our washing day, as everybody
knows.

DRILL FOR—*ing*.

jump	.....	jumping
sing	.....	singing
fly	.....	flying
rock	.....	rocking
plant	.....	planting
wash	.....	washing

To be read to the children.

“How many miles to Babyland?”

“Any one can tell;

Up one flight,

To your right;

Please to ring the bell.”

“What can you see in Babyland?”

“Little folks in white,

Downy heads,

Cradle beds,

Faces pure and bright!”

“What do they say in Babyland?”

“Why, the oddest things;

Might as well

Try to tell

What a birdie sings!”

“Who is the queen of Babyland?”

“Mother, kind and sweet;

And her love,

Born above,

Guides the little feet.”

Mouse

saw

some

cheese



said

trap

out

near

A little mouse saw some cheese.

“I want that cheese,” she said.

“Do not go near that box,” said
mamma.

Mamma said, “That box is a trap.

If you go in, you can not get out.”

The little mouse ran into the trap.

The little mouse never came out.

RIDDLES.

As round as an apple,
As deep as a cup;
And all the King's horses
Can not pull it up.

Little Nancy Etticoat,
In a white petticoat,
And a red nose;
The longer she stands,
The shorter she grows.

Old Mother Twichett had but one
eye,
And a long tail, which she let fly;
And every time she went through
a gap,
A bit of her tail she left in a trap.

Thirty white horses on a red hill,
Now they tramp, now they champ,
now they stand still.

THE CAT AND THE MICE.

A GAME.

The little mice are creeping, creeping,
ing, creeping;

The little mice are creeping all
through the house.

The little mice are nibbling, nib-
bling, nibbling;

The little mice are nibbling all
through the house.

The little mice are sleeping, sleep-
ing, sleeping;

The little mice are sleeping all
through the house.

The old gray cat comes stealing,
stealing, stealing;

The old gray cat comes stealing all
through the house.

The little mice are scampering,
scampering, scampering;

The little mice are scampering all
through the house.

Rainbow at night
 Is the sailor's delight;
 Rainbow in the morning,
 Sailors, take warning.

1, 2, 3, 4, 5,
 I caught a hare alive;
 6, 7, 8, 9, 10,
 I let her go again.

GAME.

There were two black birds
 Sitting on a hill,
 The one was named Jack,
 The other named Jill.
 Fly away, Jack!
 Fly away, Jill!
 Come again, Jack!
 Come again, Jill!

rabbit
long
ears
claws



short
tail
whiskers
grass

I am a little rabbit.

I have long ears.

My tail is short.

I have whiskers like a cat.

I have claws too.

Pussy can draw in her claws.

I can not draw in my claws.

I eat grass and leaves.

Children call me Bunny.



See my doll.
She is a pretty doll.
She is a baby doll.
I love my little doll.
I sing her to sleep.
I sing, "Sleep, baby, sleep."
Mamma sings me to sleep.
Mamma sings, "Sleep, baby,
sleep."

To be memorized.

Sleep, baby, sleep !

Sleep, baby, sleep !

Thy father watches his sheep ;

Thy mother is shaking the dreamland tree,
And down comes a little dream for thee.

Sleep, baby, sleep !

Sleep, baby, sleep !

The large stars are the sheep ;

The little stars are the lambs, I guess,
And the gentle moon is the shepherdess.

Sleep, baby, sleep !

From the German.

gone
south
days



warm
asleep
spring

The little flowers are asleep.

The birds have gone south.

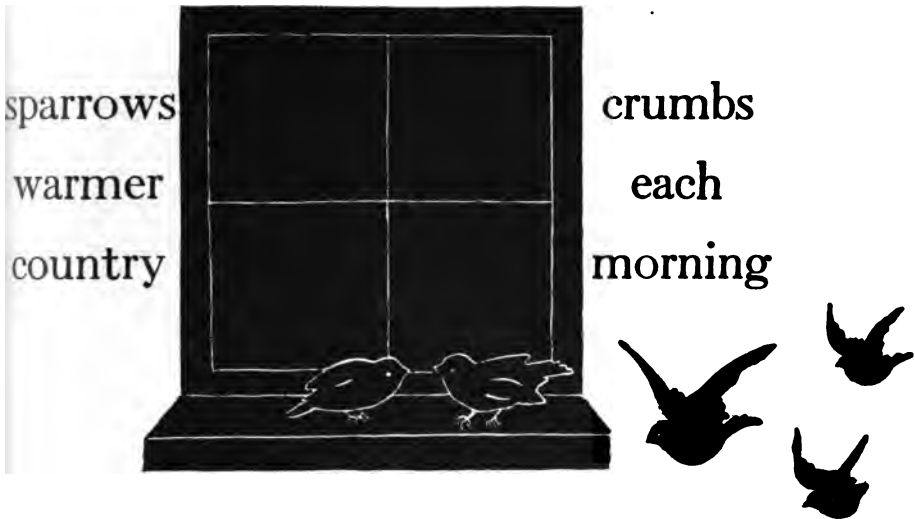
The days are cold.

It is warm in the south.

The birds will come again.

The flowers will come again.

The birds and flowers will come in
the spring.



In the winter the little sparrows stay
with us.

They do not fly to a warmer country.

We can see them on the streets.

They fly up on the window-sills.

They look for something to eat.

Lily leaves crumbs on her window-sill.

Each morning the sparrows look for
the crumbs.

Lily knows a story about some little
sparrows.

THE SPARROWS.

One little sparrow was playing
peek-a-boo,

Another one came and then there
were two.

Two little sparrows were trying to
get free,


Another one came and then there
were three.

Three little sparrows playing near a
door,

Another one came and then there
were four.

Four little sparrows flying past a
hive,

Another one came and then there
were five.



Five little sparrows swinging on a
door,

One fell down, and then there were
four.

Four little sparrows playing with a
bee,

One flew away, and then there were
three.

Three little sparrows playing peek-
a-boo,

One got lost and then there were
two.

Two little sparrows playing in the
sun,

One flew away, and then there was
one.

One little sparrow sitting all alone,
It flew away, and then there was
none.

mother

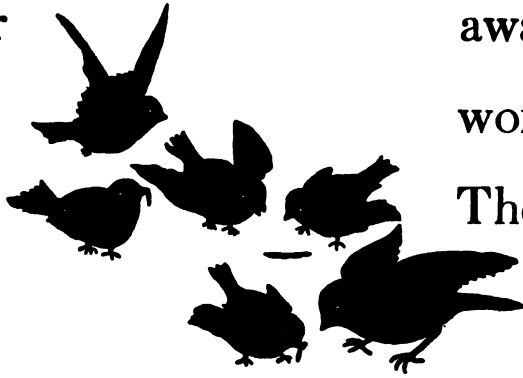
away

are

worm

going

They



Here are six little sparrows.

See the mother sparrow.

The little sparrows are going away.

The mother sparrow is going away.

The mother sparrow is looking for
a worm.

The mother sparrow has a worm.

The mother says, "Come, little ones,
come;

Here is a worm for you."

All the little ones come.

They like worms.

They are having a good time.

Sparrows, sparrows, come to eat;

Sparrows, sparrows, here's a treat.

six seven eight nine ten

Six little sparrows flying near heaven,
Another one came, and then there
were seven.

Seven little sparrows were perched
on a gate,
Another one came, and then there
were eight.

Eight little sparrows on the clothes
line,
One more came, and then there were
nine.

Nine little sparrows near a foxes' den,
Another one came, and then there
were ten

Six little, seven little, eight little,
Nine little, ten little sparrows in
sight.

Six little, seven little, eight little,
Nine little, ten little sparrows "good
night."

To be memorized.

KINDNESS TO ANIMALS.

Let us form an active band,
Promising, with heart and hand,
That wherever we may be,
On this land or 'cross the sea,
Never will we hurt a thing
That can fly or hop or sing.

PHONIC WORK.

and	and	and	and	and
band	hand	land	sand	stand



boat—sail—watch

See my boat.

Papa gave me the boat.

It is a sail boat.

Mamma made the sail.

I love to sail my boat.

Watch the sail.

The wind makes it go.

Sail, boat, sail.

To be used for word drill.

DRILL ON—*ight*.

Good night,
Sleep tight,
Wake up bright
In the morning light,
To do what's right
With all your might.

Star light, star bright;
First star I see to-night;
I wish I may, I wish I might
Have the wish I wish to-night.



How many days has my baby for
play?

Saturday, Sunday, Monday,
Tuesday, Wednesday, Thursday,
Friday,
Saturday, Sunday, Monday.

The days of the week are Monday,
Tuesday, Wednesday, Thursday,
Friday, Saturday, and Sunday.

Count how many days there are
in a week.

To be read to the children.

THE BLIND MAN AND THE LAME MAN.

Good morning, Mr. Blind Man !

Good morning ! Who are you ?

I am a poor tired Lame Man.

Mr. Lame Man, do you like the woods ?

Yes, Mr. Blind Man, but now I am so tired

I cannot walk.

Mr. Lame Man, I cannot see.

Let us help each other.

Mr. Lame Man said, "I can see."

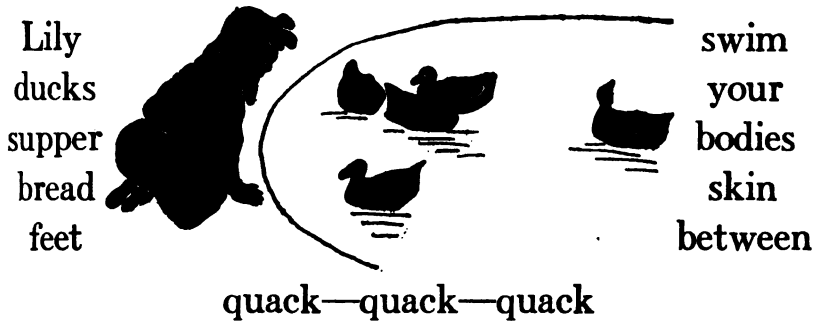
Mr. Blind Man said, "I can walk."

The Blind Man put the Lame Man on his
shoulders.

Mr. Lame Man was eyes for the Blind Man.

Mr. Blind Man was legs for the Lame Man.

So one helped the other. Both were happy.



Lily is calling the ducks.

She calls, "Here, duck, duck, duck;

Here is your supper.

This bread is for you.

Swim to me, little ducks.

Swim, swim, swim.

Your bodies are like boats.

Your feet have skin between the
toes.

I like to hear you say, 'Quack, quack,
quack.'

I like to see you swim."

To be read to the children.

GUESS.

I'm a dainty little thing,
Always coming in the spring;
In the grasses green I'm found
If you'll only look around.
And my stalk is covered flat
With a white and yellow hat.
My stalk is green and very tall,
At night I am a yellow ball;
In the morning when I wake
A lovely little cup I make.

Who am I?

Selected.



I come at Easter.

I grow from a seed.

I stay in the ground a long time.

The sun comes to see me.

The rain comes to see me.

A root comes to see me.

My stem climbs up to the light.

At last a flower comes.

Here I am. Am I not a pretty
Easter lily?

To be read to the children.

A hungry fox saw some grapes.
They were very high up on a wall.
“How good they look !” he said.
“I am hungry.
I want those grapes.”
He jumped as high as he could.
He could not get the grapes.
They were too high up.
He ran away and said, “Those grapes are sour
and they are not good to eat.”

To be memorized.

BOATS SAIL ON THE RIVERS.

Boats sail on the rivers
And ships sail on the seas ;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers
As pretty as you please ;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these

Rossetti.

To be memorized.

“Willie boy, Willie boy,
where are you going?
I will go with you if I may.”

“I am going to the meadow
to see them a-mowing,
I am going to see them make hay!”



The woman is tossing the grass.

The man is tossing the grass.

They toss and toss and toss it, to
make it dry.

The sun will help to dry it.

The wind will help to dry it.

When the grass is dry it is hay.

want
get
wet



hope
must
worked

into the barn

HAYING TIME.

We do not want the hay to get
wet.

We hope it will not rain.

We must get the hay into the barn.

The rain will not get into the barn.

It will soon be our time to rest.

We have worked all the day.

To be dramatized by the children.

Little Robin Redbreast

Sat upon a tree ;

Up went Pussy Cat,

Down went he.

Down went Pussy Cat,

Away Robin ran.

Says Little Robin Redbreast,

“Catch me if you can.”

Little Robin Redbreast

Jumped upon a spade ;

Pussy Cat jumped after him

And then he was afraid.

Little Robin chirped and sang,

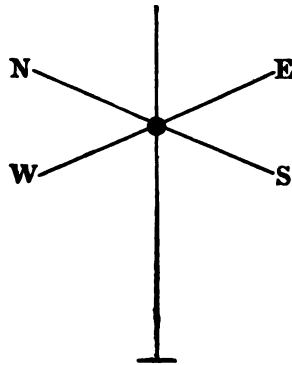
And what did Pussy say ?

Pussy Cat said, “Mew, mew, mew,”

And Robin flew away.

Selected.

Whichever way the wind doth blow,
 Some heart is glad to have it so.
 Then blow it east or blow it west,
 The wind that blows is always best.



DIRECTION GAME.

Point to the east. Point to the west.
 Point to the place that you like
 the best.

Point to the north. Point to the
 south.

CLASS STAND.

North face. East face. South face.
 West face.

To be memorized.

Pease porridge hot, pease porridge cold,

Pease porridge in the pot nine days old.

Some like it hot, some like it cold,

Some like it in the pot nine days old.

PHONIC WORK.

old	old	old	old	old	old
cold	bold	fold	gold	sold	told

peanuts

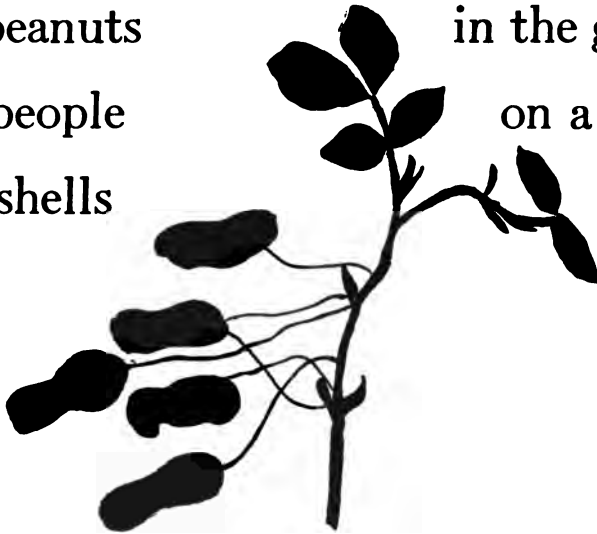
in the ground

people

on a vine

shells

hard



We are peanuts.

We grow in the ground.

We grow on a vine.

Some people call us ground nuts.

Our shells are not very hard.

Have you ever taken us from our
shells?

WORD STUDY.

“Help one another,” the snowflakes
said

As they cuddled down in their
fleecy bed.

“One of us here would not be felt,
One of us here would quickly melt;
But I’ll help you and you’ll help
me,

And then what a splendid drift
there’ll be!”

Selected.

WORD STUDY.

said felt me I’ll---I will

bed melt be You’ll---You will



I can fly.

I am not a bird.

I have wings.

Birds have wings.

Birds can fly.

Birds can sing.

I can not sing.

Who am I?

I came from a caterpillar.

I eat honey.

I flit from flower to flower.

I have four wings.

I am a butterfly.

To be read to the children.

THE SLEEPING APPLE.

A little girl saw a pretty red apple on a tree.

“I wish you would come to me, pretty apple.

Come down, little apple, please come down.”

The apple did not come down.

The little girl spoke to the sun:

“Mr. Sun, will you wake up that apple?”

The sun shone and shone upon the apple.

The apple did not come down.

Then she spoke to the bird:

“Birdie, will you sing to that apple?”

The bird sang to the apple. The apple did not fall down.

The little girl said to the wind: “Will you please wake up that apple for me?”

The wind blew and blew and blew.

The apple came down and fell into the little girl's lap.

“Thank you, Mr. Wind, you were very kind to me.”

From the German.

To be memorized.

We love the flowers,
We love the showers,
We love the birdies' song ;
We love the trees,
We love the bees,
We're happy all day long.

WORD STUDY.

flowers	song	bee	tree
showers	long	bees	trees

feathers

ever

every

pets



covered

bath

lettuce

cage

I am covered with yellow feathers.

I can fly and hop and sing.

I am a canary.

Did you ever see me take a bath?

I take a bath every day.

Do you know that I like to eat
seeds and lettuce?

I live on seeds.

Am I one of your pets?
I live in this cage.
May says I am her very dear pet.

To be read to the children.

When the weather is wet
We must not fret ;
When the weather is cold
We must not scold ;
When the weather is warm
We must not storm ;
But
Be thankful together
Whatever the weather.

Selected.

To be read to the children.

MARY HAD A LITTLE LAMB.

Mary had a little lamb,
 Its fleece was white as snow;
And everywhere that Mary went,
 The lamb was sure to go.

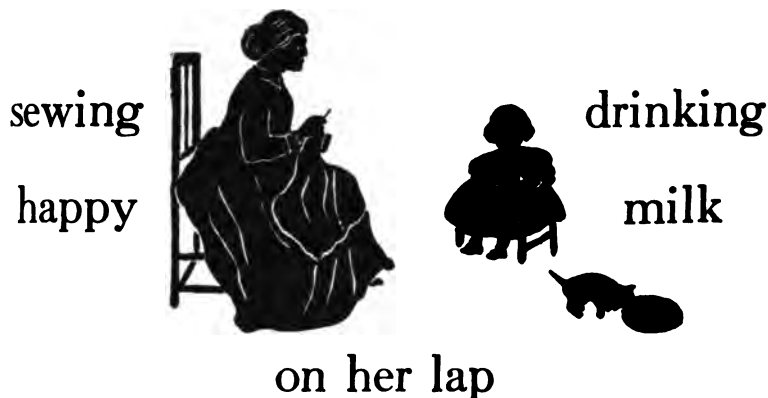
He followed her to school one day;
 That was against the rule.
It made the children laugh and play
 To see a lamb at school.

So the teacher turned him out,
 But still he lingered near,
And waited patiently about
 Till Mary did appear.

Then he ran to her and laid
His head upon her arm,
As if he said, "I'm not afraid—
You'll keep me from all harm."

"What makes the lamb love Mary so?"
The eager children cry.
"Oh, Mary loves the lamb, you know,"
The teacher did reply.

And you each gentle animal
In confidence may bind,
And make them follow at your will,
If you are only kind.



Look at the happy mamma.

She is sewing.

What a dear little girl the baby is.

Watch the baby. She is happy.

Baby's kitty is on her lap.

Mamma's kitty is drinking milk.

Mamma is happy.


Baby is happy.

The kittens are happy.

All are happy as the day is long.

LITTLE BO-PEEP.

Little Bo-peep has lost her sheep,
And can't tell where to find them;
Leave them alone and they'll come
home,
Wagging their tails behind them.
Little Bo-peep fell fast asleep
And dreamed she heard them bleat-
ing;
But when she awoke she found it
a joke,
For still they all were fleeting.
Then up she took her little crook,
Determined for to find them;
What was her joy to behold them
nigh,
Wagging their tails behind them.



To be memorized.

BAA—BAA—BLACK SHEEP.

Baa, baa, black sheep, have you
any wool?

Yes, marry, have I, three bags
full:

One for my master, one for his dame,
And one for the little boy that lives
in the lane.

THINGS TO DO.

Put the pin into the box.

Put the coal into the bin.

Play a game of ball.

Who will win? Who will win?

Make believe you are a fish.

Try to swim.

With what will you swim?

Swim with your fins.

PHONIC WORK.

in	in	in	pin	win
pin	win	bin	pins	wins
			bin	fin
			bins	fins



To be memorized.

The children sing in far Japan,
The children sing in Spain;
The organ with the organ man
Is singing in the rain.

Robert Louis Stevenson.

I am a monkey.
Once I lived in a forest.
Now my home is with the organ
man.

He moves from place to place.
He plays songs for the children.
Sometimes the children sing.
They like to watch me.
Sometimes they feed me with sugar.
I like sugar. Do you?
Now I'll take off my cap and say
good-bye.

WORD DRILL.

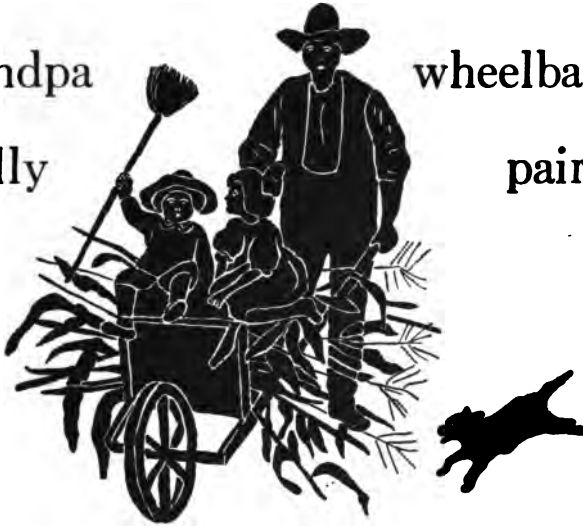
monkey	songs	sugar
moves	dance	money
plays	watch	bow

Grandpa

wheelbarrow

jolly

pair



Grandpa is giving Ann and John a
ride.

They think it is jolly to have a
wheelbarrow ride.

Grandpa loves to drive this happy
pair.

See Fido. He likes to run along.

See the broom in John's hand.

Grandpa, John, Ann, and Fido are
having a very good time.

What a warm day this is!
Hear the bees.
A swarm of bees is near.
We must not go too near the bees.
The bees might sting.

WORD DRILL.

Buzz—buzz—buzz
All day long;
Buzz—buzz—buzz,
Hear our song.
All little bees
Live in a hive.

To be read to the children.

BUTTERCUPS AND DAISIES.

Oh, the pretty flowers,
 Coming ere the springtime,
 To tell of sunny hours.
 While the trees are leafless,
 While the fields are bare,
 Buttercups and Daisies
 Spring up everywhere.

Mary Howitt.

To be studied.

I love the trees and birds and
 flowers.
 I love the spring.

To and fro

High

low

up



Quick

slow

swing

down

Up we go, down we go!

To and fro, to and fro!

High and low, high and low!

Quick and slow, quick and slow!

Come, come, see me swing.

I can swing very high.

I am not afraid.

I will not fall.

It is fun to swing high.

Come, let me swing you.

Here you go.

High, high, high!

Almost to the sky!



Good morning, little toad.

Will you play with me?

I am glad to see you here.

I am alone.

If you will play with me, I will
play with you.

Boys like to play.

Do toads like to play?

Do not run away, little toad.

Do let us play.

What shall it be?

To be read to the children and used for word drill.

If all the seas were one great sea,
 What a great sea that would be !
 And if all the trees were one great tree,
 What a great tree that would be !
 And if all the axes were one great ax,
 What a great ax that would be !
 And if all the men were one great man,
 What a great man that would be !
 And if the great man took the great ax
 And cut down the great tree,
 And let it fall into the great sea,
 What a great fall that would be !

Selected.

sea	tree	ax	man
seas	trees	axes	men

To be memorized.

THE DEWDROP.

Little drop of dew,
Like a gem you are;
I believe that you
Must have been a star.
When the day is bright
On the grass you lie;
Tell me, then, at night
Are you in the sky?

Frank Dempster Sherman.

To be read to the children.

THE CAT AND THE BIRDS.

A cat saw some sick birds.

"I will be a doctor," said the cat.

Mr. Cat put on a coat.

He put on eyeglasses.

He said, "I look like a doctor now."

Mr. Cat went to see the birds.

"I can make you well, Birds," said he.

"Open the door and let me in."

"No, thank you," said the birds. "You
will eat us for your dinner."

So the cat had to go away.

autumn

ripe

lovely

butterflies

children



It is a lovely autumn day.
See the clear sky.
See the butterflies.
The wind is blowing softly.
The ripe fruit is falling.
The squirrels are gathering nuts.
The children are gathering nuts.
What a happy day they will have!

WORD STUDY.

blow	fall	gather	eat
blowing	falling	gathering	eating

LITTLE JACK HORNER.

Little Jack Horner sat in a corner,
Eating a Christmas pie;
He put in his thumb and pulled
out a plum,
And said, "What a good boy am I!"

Once to the ground
acorn began
leaves about
earth sprout



Once I was a little acorn.
The wind took me down to the
ground.
Some leaves covered me.
The wind blew some earth over me.
In the spring I began to look about.
Then I began to sprout.
After that I became a little tree.

Year after year I grew and grew.

Now look at me. Am I not a large
oak tree?

In the autumn my acorns drop to
the ground.

To be memorized.

In autumn, when the wind is up,

I know the acorn's out his cup;

For 'tis the wind who takes it out

And plants an oak somewhere about.

Frank Dempster Sherman.

Tall oaks from little acorns grow.

PHONIC DRILL.

Sail boat sail

See it hail.

If you fail in your work, try again.

Jack and Jill went up the hill, to
get a pail of water.

See the letter carrier. Has he some
mail for me?

The squirrel has a bushy tail.

Do not cross the railroad tracks.

sail hail fail

pail mail tail

rail

To be memorized.

THE WIND.

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass.
O wind a-blowing all day long,
O wind that sings so loud a song,
I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind a-blowing all day long,
O wind that sings so loud a song.
O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?—
O wind a-blowing all day long,
O wind that sings so loud a song!

Robert Louis Stevenson.

The dearest kitty I have met
Is just as black, as black as jet.
I wonder if Papa can get
This little kitty for my pet.
If he does I'll name her Jet—
That's the nicest name as yet.

PHONIC DRILL.

met	jet	get	pet	yet
let	set	wet		



There are little fishes in the brook.

Papa was fishing.

Papa caught the little fishes on a
hook.

He took the little fishes home.

Papa gave the little fishes to
Mamma.

Mamma fried the little fishes in a
pan.

Mamma gave some fishes to John.

John can eat fishes like a man.

Little fishes in the brook,
Father caught them on a hook;
Mamma fried them in the pan,
Johnnie ate them like a man.

PHONIC WORK.

brook	look	book
crook	took	nook
cook	shook	hook

—

I'll be like a sunbeam, bright and
happy.

LITTLE SAYINGS ABOUT THE BIRDS.

A birdie with a yellow bill
 Hopped upon my window sill,
 Cocked his shining eye and said,
 "Ain't you 'shamed, you sleepy head!"

Robert Louis Stevenson.

Happy as a robin,
 Gentle as a dove,
 That's the sort of little child
 Every one will love.

Selected.

Which is the wind that brings the flowers?
 The West wind, Bessy, and soft and low
 The birdies sing in the summer hours
 When the West wind begins to blow.

E. C. Stedman.

The wind blows east, the wind blows west,
 The blue eggs in the robin's nest
 Will soon have wings and beak and breast,
 And flutter and fly away.

Henry W. Longfellow.

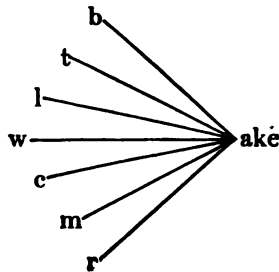
mill
miller



baker
blow

WORD DRILL.

Blow, wind, blow and go, mill go!
So the miller may grind his corn,
That the baker may take it,
And into rolls make it,
And send us some hot in the morn.



RHYMES.

East or west
Home is.....

Safe in the nest,
The birdies.....

To be read to the children.

Let us be happy and cheerful and gay
In all of our work and all of our play;
Let us not quarrel, nor unkind words say,
But let us be gentle, right through the day.

PHONIC DRILL.

gay	say	west	nest
play	day	best	rest

To be read to the children.

THE THREE BEARS.

Little Goldilocks lived in the country.
She was a dear little girl.

Every one loved Goldilocks and Goldilocks loved every one, too.

One day she took a long walk.

She came to a little house. She knocked at the door of this house.

No one said, "Come in!" so Goldilocks walked in.

In the room were three chairs.

There were a great big chair a middle-sized chair, and a little chair.

Goldilocks sat in the great big chair. It was too hard for her.

Then she sat in the middle-sized chair. It was too soft for her.

Then she sat in the little chair. It was just right for her.

Goldilocks sat there and sat there and sat there.

Soon it broke down.

Then Goldilocks was hungry. She looked around the room.

“Ah, I see three bowls of porridge.”

She tasted the porridge in the great big bowl. It was too hot.

She tasted the porridge that was in the middle-sized bowl. It was too cold.

She tasted the porridge that was in the little bowl. It tasted so good she ate more and more. Soon it was all gone.

Goldilocks said, “I think it is time to go to bed.”

She went upstairs into the bedroom.

She saw three beds.

She tried the great big bed. It was too hard.

She tried the middle-sized bed. It was too soft.

She tried the little bed. It was just right.
Soon Goldilocks was asleep.

The three bears who lived in this house
came home.

They saw that some one had been in the
house.

“Who sat on my chair?” said the Great
Big Bear.

“Who sat on my chair?” said the
Middle-Sized Bear.

“Who sat on my chair?” said the Little
Baby Bear.

Then the Great Big Bear, in his great
gruff way, said, “Who has tasted my por-
ridge?”

Then the Middle-Sized Bear, in his middle-
sized voice, said, “Who has tasted my por-
ridge?”

Then the Little Bear, in his tiny little
voice, said, “Who has eaten all my porridge?”

The three bears then went to the bedroom.

“Who has been in my bed?” said the Great Big Bear.

“Who has been in my bed?” said the Middle Sized Bear.

“Who has been in my bed?” said the Tiny Little Bear.

“Here she is,” says the Tiny Little Bear, who sees Goldilocks.

The other bears look at her too.

They go downstairs to make some porridge for Goldilocks.

As soon as the bears are out of the room Goldilocks jumps up.

She runs home through the woods.

The bears never saw her again.

Goldilocks never saw the bears again.

WORD DRILL.

THANKSGIVING DAY.

I am thankful for mamma.
I am thankful for papa.
I am thankful for dear brother.
I am thankful for dear sister.
For so many things I am thankful.

To be memorized.

For flowers that bloom about our feet,
For tender grass, so fresh, so sweet,
For song of bird and hum of bee,
For all things fair we hear or see,
Father in heaven, we thank Thee.

Ralph Waldo Emerson.

God bless our home.

To be read to the children.

.THE LION AND THE MOUSE.

A lion caught a little mouse.

The mouse was under the lion's paw.

The lion said, "I will eat you for my dinner."

The mouse said, "I am so little. I will not be enough for you. Do let me go.

"I shall do as much for you some day. Lion, do let me go."

The lion laughed, but let the mouse go.

Some days later the lion was caught in a net.

The little mouse passed that way and saw the lion.

He ran to the net to help the lion.

He gnawed and gnawed and gnawed at the net.

Then the lion was able to get away.

“Thank you little mouse. I see you did as much for me to-day as I did for you some days ago.”

Do good, and then do it again.

To be memorized.

WASHINGTON'S RULES.

1. Think before you speak.
 2. Always speak the truth.
 3. Always do your best.
 4. Obey your father and your mother.
-

If things go wrong we should not
fret.

Be kind and polite to all whom you
meet.

Always be loving. Always be
gentle.

May awakes the sleeping flowers.

To be read to the children.

A Little Red Hen *found* a *grain* of *wheat*.

“Who will *plant* this?” said Little Red Hen.

“I will not plant it,” *said* the cat.

“Nor I,” said the dog.

“Nor I,” said the pig.

“Then I will,” said Little Red Hen.

Little Red Hen planted the wheat in the ground.

The grain of wheat grew. Soon it was ripe.

“Who will cut the wheat now?” said Little Red Hen.

“Then who will thresh the wheat?” asked Little Red Hen.

"I will not," said the cat and the dog.

"Nor will I," said the pig.

So Little Red Hen cut it with her bill and *threshed* it with her wings.

"Who will take this wheat to the mill?" said Little Red Hen.

"I will not," said the cat. "Nor will I," said the dog.

"Nor will I," said the pig.

"Then I will," said Little Red Hen.

Little Red Hen took the wheat to the mill.

At the mill it was ground into *flour*.

Then Little Red Hen took the flour home.

"Who will make this flour into *bread*?" asked Little Red Hen.

"Not I," said the cat. "Not I," said the dog. "Not I," said the pig.

Then Little Red Hen made and baked the bread.

“Now let us see who will eat the bread,”
said Little Red Hen.

“I will,” said the cat and the dog and the
pig.

“Of course you *would*,” said Little Red
Hen, “if you *could* get it.”

Little Red Hen called her chickens, and
they ate the bread.

WORD DRILL.

found	plant	bread
grain	said	flour
wheat	threshed	would

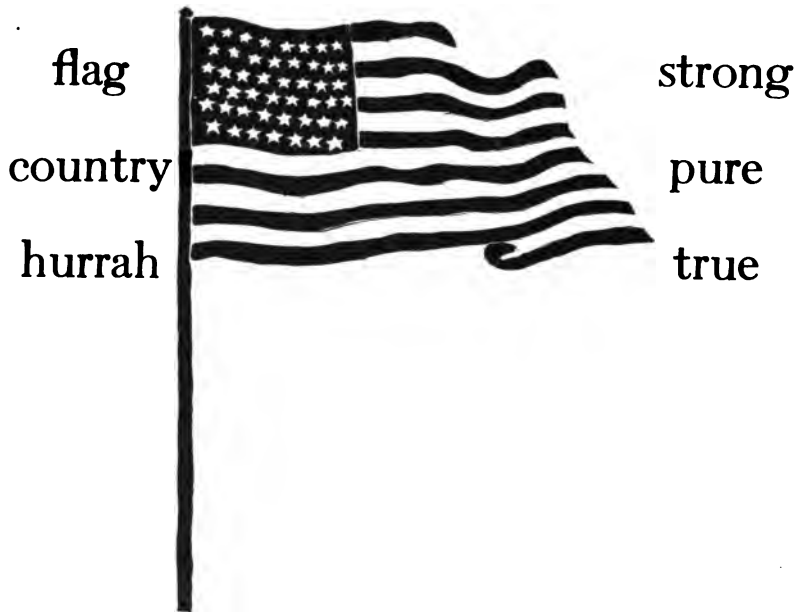
To be read to the children.

THE SOLDIER BOY.

Mamma's little soldier boy
Is very fond of play;
He likes to be a general
Upon "Memorial Day."

'Tis then he takes his little sword
And musters his big gun,
And tries to be like soldiers
Who've many battles won.

He listens very carefully
To all we have to say,
For he likes to hear the stories
When battles held full sway.



I love the flag.

I love my country.

I love the Red, the White, and Blue.

Hurrah for our dear flag.

Red, White, and Blue,
Strong, Pure, and True.

To be memorized.

HURRAH FOR THE FLAG.

There are many flags in many lands,
 There are flags of every hue;
 But there is no flag, however grand,
 Like our own "Red, White, and Blue."

Then hurrah for the flag! Our Country's flag!
 Its stripes and white stars too;
 There is no flag in any land
 Like our own "Red, White, and Blue."
 Selected.

PLEDGE TO THE FLAG.

"One flag, one land, one heart, one
 hand,
 One nation evermore."

WORD LIST

The figures represent the pages on which the words first appear

	1	7	17
baby		goldenrod	Good-morning
like		yellow	know
	2	tall	crack
kitty		grow	climb
See		by the roadside	18
run		10	come
pretty		bird	again
	3	on her nest	bushy
my		too	tail
dog		cradle	soft
can		11	fur
I		WORD DRILL	give
		12	some
	4	Hear	20
big		rain	bow-wow
kittens		tap	meow-meow
me		flowers	said
cat		14	again
love		ACTION WORDS	doggie's
May		play	face
	6	fly	21
aster		run	not
look		walk	take
name		jump	make
star		hop	leaves
by the brookside		go to sleep	trees
violet		wake	heads
		sing	

WORD LIST—Continued

23	33	41
wind	Jack	rabbit
very	get	long
brings	pail	ears
warm	down	claws
weather	crown	short
clear	Jill	tail
from the north	hill	whiskers
from the south	of water	grass
from the east	fell	44
from the west	went	gone
	34	days
28	name	asleep
am	brother	spring
cold	know	45
nips	story	sparrows
pinch	little	warmer
Ho	35	country
	DRILL ON— <i>ing</i>	crumbs
30	37	each
Christmas	mouse	46
near	saw	DRILL ON—
here	some	one little
Santa	cheese	two little
coming	said	three little
soon	trap	four little
31	out	five little
WORD DRILL	near	

WORD LIST—Continued

48
 mother
 are
 going
 away
 worm
 They

49
 six
 seven
 eight
 nine
 ten

51
 boat
 sail
 watch

53
 Monday
 Tuesday
 Wednesday
 Thursday
 Friday
 Saturday
 Sunday

55
 Lily
 ducks
 supper
 bread
 feet
 swim
 your
 bodies
 skin
 between
 quack

57
 Easter
 from a seed
 grow
 root

61
 toss
 tossing
 dry
 help
 hay
 woman

62
 want
 get
 wet
 hope
 must
 into the barn
 worked

66
 peanuts
 people
 shells
 in the ground
 on a vine
 hard

67
 WORD STUDY

68
 wings
 who
 caterpillar
 honey
 flit
 butterfly

WORD LIST—Continued

70	84	100
WORD STUDY	To and fro	mill
71	high	millers
feathers	low	baker
ever	up	blow
every	Quick	WORD DRILL
pets	slow	
covered	swing	106
bath	down	WORD DRILL
lettuce	87	
cage	WORD DRILL	112
75	90	WORD DRILL
sewing	autumn	
happy	ripe	114
drinking	lovely	flag
milk	children	country
on her lap	91	hurrah
80	WORD STUDY	strong
WORD DRILL	92	pure
81	Once	true
Grandpa	acorn	
jolly	leaves	
wheel-barrow	earth	
pair	began	
82	about	
WORD DRILL	sprout	

PHONIC WORK

The figures represent the pages on which the words first appear

8	50	94	100
at	and	pail	bake
cat	band	sail	take
rat	hand	hail	lake
fat	land	mail	wake
mat	sand	rail	cake
bat	stand	fail	make
hat	52	tail	rake
sat	night		
pat	tight	96	101
	bright	met	gay
15	light	jet	play
an	right	get	say
can	might	pet	day
fan	65	yet	nest
man	old	let	best
pan	cold	set	west
ran	bold	wet	rest
tan	fold	98	
	gold	brook	
25	sold	crook	
all	told	cook	
wall	78	look	
call	in	took	
fall	pin	shook	
hall	win	book	
ball	bin	nook	
tall	fin	hook	

DIRECTIONS TO TEACHERS.

SUGGESTIONS FOR TEACHING PHONICS.

HAND in hand with the reading we must notice phonic elements of words. We must have phonic drills.

When the phonic elements of words receive due attention, when phonic drills are given a certain time with, and apart from, the reading lesson, then we may feel confident that the reading will improve.

STORIES TO BE TOLD IN TEACHING PHONICS.

To-day we are going to call upon a family of words. This family is the *at* family. The first child belonging to this family is the *c* — *at* child. This sound “*c*” (teacher makes it) makes me feel as if I had a bone in my throat. The teacher makes the sound “*c*” again; children make the sound; no mention is made of the name of the letter. The sound is again made by the teacher and the pupils three times; *c*—*c*—*c*.

Attention is now called to the *a* sound. Diacritical marks as a help to reading are optional. However, when the sound of *a* as in the word *cat* is given, the teacher may mark the *a* in this way (ă).

Then when the children make this sound of *a*, attention may be called to the position of the lower lip. The *a* is marked in the position of the lower lip, giving us *ă*.

The sound of *t* is now made by the teacher. Individual children are called upon to make the sound.

The sound is like the ticking of a watch. Listen
t—t—t.

To make the sound of “t” place the tip of the tongue against the upper front teeth and suddenly force the breath out.

The sound of “a” is again given as ä ; the sound of “t” is given. Then the two sounds a and t are given in rapid succession giving the “at.”

Slowly the teacher says c——ä t. Then more quickly the teacher says c——ät. As the more rapid succession follows, the line between the c and the “t” grows shorter and shorter, until at last the teacher says cat, and now the first member of the family is written on the board.

Blackboard Work at
 cat

The teacher calls upon a scholar in the class asking his name. Then she questions him to ascertain the names of brothers and sisters.

Then she says in your family are your father Mr. Smith, your mother Mrs. Smith, your brother Tom Smith, your sister May Smith, and you, John Smith. Every one of your family has the same last name, Smith. The first names are different.

The teacher directs attention to the blackboard work ;
 at
 cat

The family name is at. The word cat is examined ; the at is discovered ; the “at” of the word cat is like the at written above ; the “c” is the addition.



In story form a new member of the "at" family is introduced. I met a very angry dog growling to himself and saying "r—r—r." Children make this sound. Individual pupils are called upon to make the sound the angry dog made.

To make the "r" sound, curl the tip of the tongue until it almost reaches the roof of the mouth and press the side edges of the tongue against the upper teeth.

This sound of "r" is now combined with the familiar "at" giving the new word rat.

	at
Blackboard Work	cat
	rat

This angry dog met a cat. The cat and the angry dog growling with its r—r—r began to fight. Then the cat became so angry that she spit at the dog saying "f—f—f."

The teacher makes the sound. The children imitate her. To make the sound the angry cat made, press the upper front teeth on the lower lip and gently force the breath through.

The sound of "f" is combined with the familiar "at" and the new word fat is formed. The teacher calls attention to the fact that the at family is growing larger.

	at
	cat
Blackboard Work	rat
	fat

In story form the next new member is introduced. What does a cow say, children? The children answer,

"The cow says moo—moo—moo." This cow is so far away, we can only hear "m—m—m." Teacher makes the sound "m." Individual children give the sound.

To make the sound "m" close the lips, but separate the teeth; have the child feel the sound come through the nose.

Have the sound "m" combined with the "at"; new word formed is mat.

	at
	cat
Blackboard Work	rat
	fat
	mat

Baby is reaching her arms up to the table. She is too small to get the doll from the table. She points to it and says "b—b—b," that means I want that doll; please give it to me.

It is absolutely necessary for the teacher to see that these sounds are accurately made.

To make the sound "b" press the lips together firmly, force the voice out and slightly separate the lips. Combine the "b" sound with the "at" and the new word bat is formed.

	at
	cat
Blackboard Work	rat
	fat
	mat
	bat

Lucy and John were playing tag. They had great fun. Lucy was so afraid that John would catch her

that she ran as quickly as she could. She had to sit down on a rock to rest. She was so very, very tired. She was "out of breath" as the boys say. She did this "h—h—h."

To make the sound "h" open the mouth, separate the lips, separate the teeth and force the breath out. The teacher makes the sound "h"; the children make the sound "h"; individual pupils are called upon to make the sound "h."

The "h" sound is combined with the "at"; the new word hat is formed.

	at
	cat
	rat
Blackboard Work	fat
	mat
	bat
	hat

Lucy was so tired running that she sat upon a rock to rest. The teacher asks, "What did Lucy do when she became tired?" Children answer, "She sat upon a rock."

Teacher asks "In the story 'she sat upon a rock,' have we any word belonging to the at family?" Immediately the children reply "sat."

The sound "s" at the beginning of our new word sat is like the hissing of a snake s—s—s.

To make this sound "s" place the teeth together lightly; breathe through the teeth, but do not allow the tongue to touch the teeth.

The "s" combined with the "at" gives sat.

at

cat

rat

fat

Blackboard Work

mat

bat

hat

sat

In story form our word pat is introduced. Have you a little kitty? Do you love her? Do you play with her? Do you ever pat her?

Listen to this story about pussy.

"I Like Little Pussy"—page 5.

Refer particularly to the line, "I'll pat little pussy and then she will purr."

Teacher slowly says "p"————at.

To give the sound "p" press the lips together and force them open with the breath.

A steam car came along so slowly we could hardly hear its puff; it said "p—p—p."

at

cat

rat

fat

Blackboard Work

mat

bat

hat

sat

pat



The teacher must make progress slowly; no new step is to be taken up until the preceding steps have been thoroughly mastered.

A drill and reading lesson that is to be used as a test for words taught may be found on pages (8 and 9). Again let me say the diacritical marks are optional.

The next family to be introduced is the "an" family. The short sound of "a" is a familiar one, the new sound "n" is given by the teacher. The children then give the sound three times; n—n—n.

This sound is made by putting the teeth together lightly, opening the lips slightly, pressing the tongue against the roof of the mouth and letting the sound pass through the nose.

Slowly the sounds "a" and "n" are given; then more quickly until the new family name "an" is given. Familiar friends that were in the "at" family are given and sounded by the children.

c —an giving can
 f —an giving fan
 m—an giving man
 p —an giving pan
 r —an giving ran
 t —an giving tan

Conversation is brought into play with the new words. John went to the store to get milk. In what did John get the milk? John got milk in a can. Can is added to the "an" family.

Blackboard Work an
 can

Our John is a little boy. What will he be when he grows up? John will be a man.

Blackboard Work an
can
man

Mother fried fish in a pan.

Blackboard Work an
can
man
pan

Lulu feared she would be late at school. She took her books and ran.

Blackboard Work an
can
man
pan
ran

May spent the summer at the seashore. She returned to school with cheek of tan.

Blackboard Work an
can
man
pan
ran
tan

It is so warm to-day, I shall use my fan. Add fan to blackboard work.

	an	an	an
Phonic Drill	can	man	ran
	fan	pan	tan

A new form of drill may be introduced. A drill where the initial sound becomes the terminal.

Blackboard Work.

pan	_____	nap	_____	cap
fan	_____	if	_____	wolf
tan	_____	rat	_____	cat
rat	_____	tar	_____	far

The action stories on page 14 are to be performed by the children. The words that have not been taught are to be taught as sight words.

When these words have been mastered the Blackboard Exercises on page 15 are to be read.

The phonic drill is also on page 15 and the reading lesson is on page 16.

The "all" family is introduced with the nursery rhyme "Humpty Dumpty sat on a wall." The words wall—fall, all, receive particular attention; then the other words are added.

all
ball
call
fall
hall
tall
wall

Blackboard Work

Phonic Drill page 25.

Reading Lesson and Drill pages 26 and 27.

The "ill" family is also introduced in rhyme. "Jack and Jill went up the hill."

The words Jill and hill and ill receive particular attention; then the new list reads:

	ill
	bill
	fill
	Jill
Blackboard Work	hill
	kill
	mill
	pill
	sill

All is taught as a whole. The sounds of letters previously taught are combined with all to make new words. Sounds of letters not previously taught are given in story form.

The sound of "w". The wind was blowing so hard it said "w—w—w." To make the sound "w" place your lips as if to whistle and force the voice through.

Ill is taught as a whole. Sounds of the letters previously taught are combined with ill to form the new words. The sounds of letters not previously taught are given in story form. Who went up the hill to get a pail of water? Jack and Jill went up the hill to get a pail of water.

Say Jack. Say Jill.

The first sound we make when we say Jack, the first sound we make when we say Jill is "j". Put this "j" sound with ill and we have Jill.

When Tom swallowed a bone he almost choked. He said "k—k—k"; let us make this sound and put it with ill; then we have kill.

The sound k—k—k is like the c—c—c of cat.

Attention is now given to "ing." (Reading drill for *ing* page 35.)

The words jump, sing, fly, rock, sleep, plant and wash are introduced on page 35.

They are to be used as action stories; they may become part of the physical training, which will be a very agreeable change for the children.

The children may jump with the first couplet; sing with the second; imitate the flying of birds with the third; make the gestures of rocking the baby with the fourth; planting the seeds may be done by the children; the motion of washing may be used.

Let children give words as they are at first; for example jump, sing, fly, rock, sleep, plant and wash.

Then ask for the same words with the "ings" joined to them; jumping, singing, flying, etc.

The teacher may now refer to the ringing of a bell.

The bell says: "ding, ding, ding,
 ting, aling, aling."

Sufficient drill must be given to the "ing." The teacher may prolong the list of words if she so desires. Never allow a child to say "in" instead of "ing." Too frequently we hear singin— for singing; talkin— for talking, etc.

The blend words have a particular value. They help to increase the vocabulary of the child. Let us take the word "and." And is always to be taught as a whole.

Have the children memorize "Formation of a Band" on page 50.

Lay particular stress on words belonging to the "and" family. How quickly the words band, hand and land are added to the vocabulary of the child.

Without any effort the list on the blackboard is increased and soon we have:

and
band
hand
land
sand

For the drill attention is given to the two parts of the words. The and is mastered as a whole, and only as a whole; then the lesson proceeds:

"b"—"and," then the blend—band

"h"—"and," then the blend—hand

"l"—"and," then the blend—land

"s"—"and," then the word—sand

Perhaps the word "stand" will be given.

Here the teacher may give utterance to "st" with one impulse of the vocal organs—combine it with the "and" then give the blend—stand.

Have some part of the work set aside, to ascertain whether or not the meaning of the word is understood.

Ask the children what is meant by "We will form an active band." Have the word band understood.

Refer to the lines "On this land or 'cross the sea."

Get the child's conception of the word land.

For hand, there will be no difficulty. Repeat the lines from Emilie Poulsson's Finger Plays—"Upon each *hand*, a merry *band* for work or play is ready."

How many stories will be heard telling the child's experience while playing in the *sand*; it may be the sand in the class room; better still the sand at the seashore.

The sand pails, the shovels, the holes made in the sand, the forts built, the hills raised; what enthusiasm will be aroused; how surely the word will be understood!

For drills on "ight" take the blend.

First sound "s" —then "ight," then the blend—sight

First sound "r" —then "ight," then the blend—right

First sound "m" —then "ight," then the blend—might

First sound "l" —then "ight," then the blend—light

First sound "f" —then "ight," then the blend—fight

First sound "n" —then "ight," then the blend—night

The phonic work is on page 52.

For drills on "old" have the words mastered by means of the blend. The words are: "b"—"old"—bold

"c"—"old"—cold

"f"—"old"—fold

"h"—"old"—hold

"s"—"old"—sold

Refer to page 65.

The "in" family is easily mastered. The word "in" has been recognized by sight. How soon the words pin, bin, fin, tin, win are given by the children. Phonic work on page 78.

Now we may again refer to the lines which have become part of the children. The "Jack and Jill" rhyme contains the word pail.

To emphasize this word a little conversation lesson is brought into play.

Who went up the hill? Jack and Jill went up the hill.

Why did Jack and Jill go up the hill?

Jack and Jill went up the hill to get a pail of water.

What did Jack and Jill get? Jack and Jill got a pail of water.

Write the word pail on the blackboard.

The "p" sound has been taught. The new work is the "ail." Continue along the lines pursued heretofore. Phonic drill page 94.

"p" then "ail," then blend—pail

"s" then "ail," then blend—sail

"f" then "ail," then blend—fail

"h" then "ail," then blend—hail

"t" then "ail," then blend—tail

"m" then "ail," then blend—mail

"r" then "ail," then blend—rail

Combine certain letters with the words that have been taught to form new words.

f gives fat, fan, fill, fight, fold, fail.

h gives hat, hill, hold, hail.

m gives mat, man, mill, might, mail.

p gives pat, pan, pill, pail.

s gives sat, sill, sold, sail.

t gives tan, till, told, tail.

The introduction for the long "a" sound.

"Wake," said the sunshine, 'tis time to get up;

Wake, pretty daisy and sweet buttercup'."

What is the first word of the first line?

What is the first word of the second line?

The word "Wake" is placed upon the blackboard.

The word is sounded; the sound of "w" is familiar.

The sound of "a" is made by the teacher, repeated by the children. Diacritical marking is optional. But the teacher who has marked short "a"—ă introduces an interesting feature by the marking of long "a"—ā.

The sound of "k" is also a familiar one; mention may again be made that the "k" sound is like the "c" sound in cat.

A sounding game.

"I am thinking of a word that sounds like wake," says the teacher. "Is it cake?" ask the children.

I am thinking of a word that sounds like wake; the gardener uses it in the spring time; he would not be without it.

"Is it rake?" asks a child.

How many of you would like to go to the park to sail your little boats on the ————?

Every child is ready to supply the word lake.

What is it the baker can do for us?

The baker can bake.

What can the baker bake? The baker can bake bread. Then the teacher leads to the word cake. The word make is given by the children with these exercises. Repeat rhyme on page 100.

At some other time have drills on the following:

can, cane—pan, pane—man, mane,
hat, hate—mat, mate.

If the children do not discover that the addition of the same letter to the word containing the short sound of a will give the long sound of a, call their attention to the fact.

Look at can. We put an e after the n and we have cane. Now let us look at pan. We put an e after the n and we have pane; continue along these lines and have these exercises on the blackboard.

To make the sound of "z" place the teeth together and force the voice through. Refer to lesson on page 82.

To make the sound of "ch" press the tongue lightly against the roof of the mouth and expel the breath in a forcible manner. Drill on words like chick—chirp—catch—chain—chair.

To learn sound of "wh" have practise in saying the words what—when—why—where.

"Wh" is the blowing sound.

For practise on sound of long "i" have drill on words ice—nice—mice—twice—slice—rice.

The long sound of "e" claims our attention. The word me is placed upon the blackboard. The teacher pronounces the word me. The class repeats the word me. The sound of "m" is known. To make the sound of "e" allow the children to say the word me again. Then cover up the "m" and pay particular attention to the "e." Words given by the children will be: me—be—he and we.

In story form introduce the sound of "sh." Allow the children to repeat. "Don't make a noise, or else

you'll wake the baby—'sh'—don't make a noise." Combine the "sh" sound with the "e" and the word she is gained.

For the drill of the "sh" sound have words repeated as she—shall—shut—sash and hush.

Practise similar to this—hush—sh—sh—hush will be helpful.

To introduce the sound of "th" heard in the word the, place the tip of the tongue between the teeth and force out the voice.

Have the "th" pronounced first, then the "e"; combine the two and we have the word "the."

Practise on short sound of "e." Hold the hand to the ear as if listening; say "ě—ě—ě."

For drill refer to page 96.

Refer to rhyme on page 98.

Why do you suppose we call them twin letters? Let us put the words with the twin letters on the black board.

Blackboard Work	brook
	hook

Can we add others? Phonic drill on page 98.

Have we not in the third and fourth lines a family we met some time ago? The "an" family will be recognized at once with the lines:

"Mamma fried them in a pan
Johnnie ate them like a man."

The phonic work for "ay" may be introduced with the selection on page 101 to be read to the children. Words to be dwelt upon will be gay, play, say and day.

These may be placed upon the blackboard and others added.

The children will be delighted to have their guessing game with the rhymes and supply the missing words with west, best, nest, rest.

